Beginning in 2006-2007, this scoring guide will no longer be used to score Kentucky Writing Portfolios.

KENTUCKY WRITING ASSESSMENT
Holistic Scoring Guide

Portfolio ID _____

O NOVICE	O APPRENTICE	O PROFICIENT	O DISTINGUISHED
• Limited awareness of audience and/or purpose • Minimal idea development; limited and/or unrelated details • Random and/or weak organization • Incorrect and/or ineffective sentence structure • Incorrect and/or ineffective language • Errors in spelling, punctuation, and capitalization are disproportionate to length and complexity	• Some evidence of communicating with an audience for a specific purpose; some lapses in focus • Unelaborated idea development; unelaborated and/or repetitious details • Lapses in organization and/or coherence • Simplistic and/or awkward sentence structure • Simplistic and/or imprecise language • Some errors in spelling, punctuation, and capitalization that do not interfere with communication	• Focused on a purpose; communicates with an audience; evidence of voice and/or suitable tone • Depth of idea development supported by elaborated, relevant details • Logical, coherent organization • Controlled and varied sentence structure • Acceptable, effective language • Few errors in spelling, punctuation, and capitalization relative to length and complexity	• Establishes a purpose and maintains clear focus; strong awareness of audience; evidence of distinctive voice and/or appropriate tone • Depth and complexity of ideas supported by rich, engaging, and/or pertinent details; evidence of analysis, reflection, insight • Careful and/or subtle organization • Variety in sentence structure and length enhances effect • Precise and/or rich language • Control of spelling, punctuation, and capitalization

SCORING CRITERIA

PURPOSE/AUDIENCE: The degree to which the writer maintains a focused purpose to communicate with an audience by
- narrowing the topic to establish a focus
- analyzing and addressing the needs of the intended audience
- adhering to the characteristics (e.g., format, organization) of the form
- employing a suitable tone
- allowing a voice to emerge when appropriate

IDEA DEVELOPMENT/SUPPORT: The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using
- logical, justified, and suitable explanation
- relevant elaboration
- related connections and reflections
- idea development strategies (e.g., bulleted lists, definitions) appropriate for the form

ORGANIZATION: The degree to which the writer creates unity and coherence to accomplish the focused purpose by
- engaging the audience and establishing a context for reading
- placing ideas and support in a meaningful order
- guiding the reader through the piece with transitions and transitional elements
- providing effective closure

SENTENCES: The degree to which the writer creates effective sentences that are
- varied in structure and length
- constructed effectively
- complete and correct

LANGUAGE: The degree to which the writer demonstrates
- word choice
  - strong verbs and nouns
  - concrete and/or sensory details
  - language appropriate to the content, purpose, and audience
- concise use of language
- correct usage/grammar

CORRECTNESS: The degree to which the writer demonstrates
- correct spelling
- correct punctuation
- correct capitalization
- appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)

COMPLETE/INCOMPLETE PORTFOLIOS

A portfolio is incomplete if it does not contain

- a Table of Contents* which indicates the following:
  - **Required writing in each category**
    Reflective (Letter to Reviewer), Personal, Literary, and Transactive
  - **Required number of pieces in each category**
    ➢ **4th grade – 4 pieces**
    1 in each category
    ➢ **7th and 12th grade – 5 pieces**
    1 in each category plus
    1 extra in either Personal, Literary, or Transactive
  - **Required number of Content Pieces identified by content area class**
    ➢ **4th and 7th grade** – at least 1 content piece other than English/language arts identified by content area class
    ➢ **12th grade** – at least 2 content pieces other than English/language arts identified by content area class

- **a Signed Student Signature Sheet**

A portfolio is also incomplete if any pieces
- are proven to be **plagiarized**.
- are different from those listed in the **Table of Contents**.
- are written in a **language other than English**.
- demonstrate **only computational skills**.
- consist of **only diagrams or drawings**.
- represent a **group entry**.

* Use of the Table of Contents in the Kentucky Writing Portfolio Developmental Handbook is recommended.

If a portfolio contains too many pieces, remove the first piece that may be removed without making the portfolio incomplete. Repeat this process until the portfolio contains the correct total number of pieces, the correct number of content pieces, and the correct number of pieces in each category.